

## CT Framework Standard 1: Reading and Responding

**Overarching Idea:** Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

**Essential Question:** *How do we understand what we read?*

### 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Activate prior knowledge and establish purposes for reading, and adjust the purposes while reading. (A4)	Activate schema.  Generate questions.  Select and apply an effective strategy for approaching reading based on the type of text and purpose for reading.		<b>X</b>  <b>X</b>  <b>X</b>		<ul style="list-style-type: none"> <li>Activate prior knowledge of content, and fiction and non-fiction text structures to establish and adjust purposes for reading.</li> <li>Make predictions before reading based on prior knowledge of the topic, author, or genre.</li> <li>Organize prior knowledge and purpose for reading into a graphic organizer (e.g., KWL chart) to aid in comprehension of text.</li> </ul>
b. Monitor comprehension and apply appropriate strategies when understanding breaks down. (A4, A5)	Clarify for understanding.  Utilize during reading strategies to monitor comprehension.		<b>X</b>  <b>X</b>		<ul style="list-style-type: none"> <li>Make, confirm, and revise predictions based on prior knowledge, clues, and text features that the author has provided.</li> <li>Apply self-questioning strategies to texts to clarify ideas.</li> <li>Draw, write about, or verbally describe the mental images that occur while reading.</li> <li>Monitor for meaning by identifying where and why comprehension was lost and use repair strategies (e.g., reread, think about the meaning) to regain meaning.</li> </ul>

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c. Organize information in proper sequence to use in a summary. (A3)	Distinguish between relevant and irrelevant details.  Summarize and retell orally and in writing.  Use graphic organizers to organize relevant information to generate a summary.		X	X  X	<ul style="list-style-type: none"> <li>Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles).</li> <li>Summarize the plot/message in multi-cultural literature/narrative texts.</li> </ul>
d. Identify, use and explain text structures. (B1)	Identify text structure.  Match graphic organizer to text structure.  Use knowledge of text structure to select an appropriate graphic organizer.  Use a graphic organizer to discuss/display an author's structure.		X  X  X		<ul style="list-style-type: none"> <li>Explain the characteristics of various genres and support with evidence from the text.</li> <li>Use graphic organizers to represent information within various text structures: compare/contrast, main idea/details, cause/effect, sequence of events.</li> </ul>
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	Revise and confirm predictions.  Draw valid conclusions.  Support conclusions with text evidence.		X  X	X	<ul style="list-style-type: none"> <li>Draw and justify conclusions from text based on evidence.</li> </ul>
f. Make and justify inferences from explicit and/or implicit information. (A2)	Make valid inferences using prior knowledge and text evidence.  Support inferences with text evidence and prior knowledge.		X  X		<ul style="list-style-type: none"> <li>Make inferences to construct meaning.</li> <li>Share opinions and judgments of texts.</li> </ul>

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**Essential Question:** *How do we understand what we read?*

### 1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	Identify a variety of question-answer relationships.  Generate a variety of questions that demonstrate an understanding of the text.  Support answers with text evidence.		X	X	<ul style="list-style-type: none"> <li>Use Q.A.R. strategies of Right There, Think and Search, On My Own, and Author and Me.</li> <li>Synthesize (using multiple strategies/multiple sources for new insight) to comprehend and respond to text.</li> </ul>
b. Interpret information that is implied in a text. (B3)	Make valid inferences about characters, setting, and events.  Justify inferences by selecting evidence from the text.  Identify author's purpose and biases within text.	X	X		
c. Distinguish between fact and opinion. (B1)	Define fact and opinion.  Identify key words/ phrases common to fact/ opinion statements.  Identify facts/ opinions embedded in texts.		X	X	

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Make and support judgments about text. (B3, D2)	Find and interpret evidence from text in order to make a judgment.  Synthesize information order to make a judgment about text.  Reflect on text to make judgments about its meaning and quality.		X  X  X		<ul style="list-style-type: none"> <li>Make and support judgments about text (e.g., fact and opinion).</li> </ul>
e. Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. (C1, C2)	Use prior knowledge to make meaningful text connections.  Identify and select relevant information within text to support text connections.		X  X		<ul style="list-style-type: none"> <li>Develop personal perspectives from text, citing supporting evidence.</li> <li>Connect current issues, information from other texts, and personal experiences to characters, events, and information within and across multi-cultural texts.</li> </ul>
f. Identify and discuss the underlying theme or main idea in text. (A1)	Identify common themes found in fictional texts.  Determine themes found in fictional text.  Determine main idea(s) in nonfiction/informational text.		X  X		<ul style="list-style-type: none"> <li>Determine the importance of ideas (main ideas, details, and themes) in texts</li> <li>.State the main idea of a passage and provide several text-based details to support it.</li> <li>Identify recurring themes in literature, including books by the same author (e.g., friendship, conflict).</li> <li>Identify the major actions that define the plot and how actions lead to conflict or resolution.</li> </ul>
g. Choose a variety of genres to read for personal enjoyment.	Determine genre-specific characteristics to select books to read.  Read a variety of genres.		X  X		<ul style="list-style-type: none"> <li>Choose a variety of genre to read, hear, view, and write for personal enjoyment.</li> <li>Set reading goals, create a plan to meet those goals, and monitor progress.</li> </ul>

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**Essential Question:** *How do we understand what we read?*

### 1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use phonetic, structural, syntactical and contextual clues to read and understand words. (A5)	Use structural analysis to decode and understand the meaning of unknown words.  Use context clues to decode and understand the meaning of unknown words.			<b>X</b>  <b>X</b>	<ul style="list-style-type: none"> <li>Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words, including content words.</li> </ul>
b. N/A					
c. Analyze the meaning of words and phrases in context. (A5)	Use context clues to understand vocabulary words and phrases.  Identify words that have multiple meanings.  Use context clues to determine the meaning of commonly confused words.		<b>X</b>  <b>X</b>  <b>X</b>		<ul style="list-style-type: none"> <li>Use context to analyze the meaning of words and phrases.</li> <li>Use word origins to determine the meaning of unknown words.</li> <li>Use root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., collide collision)</li> <li>Use structural analysis to understand new words and concepts in informational/expository and literary/narrative text.</li> </ul>

**1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	<p>Use strategies to develop an extensive vocabulary.</p> <p>Self-monitor for unknown words in listening, speaking, reading, and writing.</p> <p>Determine word meaning.</p> <p>Incorporate new vocabulary when communicating orally and in writing.</p>		<p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p> <p><b>X</b></p>		<ul style="list-style-type: none"> <li>▪ Build sight vocabulary from literary and content area texts.</li> <li>▪ Use dictionaries, thesauruses, and glossaries to find or confirm word meanings.</li> <li>▪ Use, both orally and in writing, new in well-constructed sentences.</li> </ul>
e. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.) . (A5)	<p>Use contextual, syntactic and structural analysis strategies to decode and understand the meaning of content vocabulary.</p> <p>Explain the meaning of content area vocabulary.</p> <p>Incorporate content area vocabulary when communicating orally and in writing.</p>		<p><b>X</b></p> <p><b>X</b></p>		<ul style="list-style-type: none"> <li>▪ Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.</li> </ul>
f. Read with fluency.	Read grade level texts with fluency.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Read with accuracy and expression (prosody) grade-level text, attending to intonation as determined by punctuation.</li> <li>▪ Read aloud unpracticed grade-level texts at 125-135 words per minute.</li> <li>▪ Adjust reading rate to match the difficulty, type of text, and purposes for reading 9 e.g., skimming for facts, scanning for key words, close/ careful reading for understanding new or complex ideas).</li> </ul>

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**Essential Question:** *How do we understand what we read?*

### 1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
a. Respond to the ideas of others and recognize the validity of differing views. (D2, D3)	<p>Identify and evaluate the author's or speaker's point of view.</p> <p>Recognize that a single text may elicit a wide variety of responses.</p> <p>Demonstrate active listening</p> <p>Develop personal responses and agree or disagree with an author's or speaker's point of view and provide support for own conclusion.</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p>		<ul style="list-style-type: none"> <li>Ask others to restate ideas which are unclear.</li> <li>Accurately summarize the ideas expressed by peers in group discussions.</li> <li>Ask questions of a speaker when seeking further information about the information or viewpoints discussed.</li> <li>Participate in literature circles/groups.</li> </ul>
b. Persuade listeners about judgments and opinions of works read, written and viewed. (A2, D2, D3)	<p>Develop valid conclusions about themes or information in a text and provide support to convince others of that position.</p> <p>Synthesize information in order to make and share opinions and judgments.</p>			<p>X</p> <p>X</p>	<ul style="list-style-type: none"> <li>Support, with at least two reasons, a personal opinion or judgment about what is read, heard, or viewed.</li> <li>Offer text based reasons when convincing others of the validity of a personal opinion about texts.</li> <li>Share opinions and judgments with others based on texts.</li> </ul>

## CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

### 2.1 Students recognize how literary devices and conventions engage the reader.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Discuss multiple genres and explain the differences in the effect of their conventions. (B2)	Explain how the different elements help the reader understand the genre.  Differentiate the various genre elements found in informational text and fiction.		<b>X</b>		Are there specific genre targeted in grade 5?
b. Identify the differences between the structures of fiction and nonfiction. (A1, B1)	Identify or analyze the author's use of structure and organizational patterns.  Identify the specific structures of various genres.		<b>X</b>	<b>X</b>	



2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Discuss what makes a text engaging and appealing to a reader. (C1, C2)	State an opinion about a text or character using information from the text as support.		<b>X</b>		<ul style="list-style-type: none"> <li>Identify specific reasons for liking particular books, authors.</li> <li>Independently read for a variety of purposes including literary experience, to gain information, to perform a task, for enjoyment and to build fluency.</li> <li>Identify literary/narrative devices such as imagery, exaggeration, and dialogue and explain how they make the story more interesting.</li> </ul>
d. Identify literary techniques that an author uses that contribute to the meaning and appeal of texts. (B2)	Identify literary techniques that an author uses that contribute to the meaning and appeal of texts.		<b>X</b>		<ul style="list-style-type: none"> <li>Identify and discuss elements of author's craft, including similes, alliteration, and onomatopoeia.</li> <li>Explain the use of flashbacks to convey meaning.</li> <li>Identify and explain how author's use of word choice, sentence structure length and/ or craft influence an audience.</li> <li>Identify the speaker/ narrator and explain which point of view is used in the text.</li> </ul>

## CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

### 2.2 Students explore multiple responses to literature.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop and discuss multiple responses while reading, listening or viewing texts. (A3, D2)	<p>Develop multiple responses by raising questions about text and story parts.</p> <p>Participate in discussions to listen to alternative viewpoints.</p> <p>Respond to changing personal thoughts orally or in writing as a text develops.</p>		<b>X</b>	<b>X</b>	<ul style="list-style-type: none"> <li>Explain how a story would change if a different character narrated it.</li> <li>Follow multi-step written directions (e.g., explain the process for becoming an American citizen, follow a recipe, build a model).</li> </ul>
b. Develop a critical stance and cite evidence to support the stance. (B3, C2, D2)	Use stated or implied evidence from the text to draw and / or support a conclusion.		<b>X</b>		<ul style="list-style-type: none"> <li>Identify and explain an author's purpose (e.g., entertain, inform, explain, persuade).</li> <li>Take a position regarding a topic/ issue in text read, and cite supporting evidence.</li> <li>Evaluate the quality and value of text.</li> <li>Interpret the author's tone and support the answer with text-based evidence.</li> </ul>

## CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

### 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
a. Discuss and analyze how characters deal with diversity of human experience and conflict and relate these to real-life situations. (C1)	Identify a character's experience and connect this information to other cultural experiences and historical periods.		X		<ul style="list-style-type: none"> <li>Use knowledge of situation, character's actions, motivations, feelings, and physical attributes to determine character traits.</li> </ul>
b. Compare and contrast ideas, themes, and/or issues across classical and contemporary texts. (A1, D3)	<p>Determine main idea and theme from a variety of texts.</p> <p>Compare and contrast author's stance.</p> <p>Listen to and/ or read a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multi-cultural world.</p>		<p>X</p> <p>X</p>	X	
	<p>Compare the information from multicultural text to personal experiences, other texts, and the world.</p> <p>Select, synthesize, and use relevant information to personally respond to and interpret text.</p>	X	X		<ul style="list-style-type: none"> <li>Understands similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, character types, events, point of view; role of natural phenomena)</li> </ul>

## CT Framework Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Essential Question:** *How does literature enrich our lives?*

### 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

**Students will:**

CT LA Framework/ CMT Strand	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
a. Recognize and discuss an author's values, ethics and beliefs included in many texts. (D1, D3)	Read a variety of text to understand other cultural and historical periods.  Demonstrate an awareness of an author's customs and beliefs included in a text.		X		<ul style="list-style-type: none"> <li>Understand how the author's experiences, values, ethics, and beliefs influence text.</li> <li>Recognize author's perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting literary/ narrative text details or information text facts.</li> </ul>
b. Discuss how the experiences of an author might influence the text. (D3)	Identify how experiences and interests of the author are embedded within the text.		X		<ul style="list-style-type: none"> <li>Understand the social and cultural perspective from which the author writes and how that contributes to the text.</li> </ul>
c. Discuss how the experiences of a reader influence the interpretation of a text. (B3, C1)	Identify how the experiences and interests of the reader help to interpret the text.		X		<ul style="list-style-type: none"> <li>Understand how some personal beliefs and values influence the interpretation of text.</li> <li>Identify the author's target audience(s) and cite examples of details and/ or arguments that appeal to that audience.</li> </ul>
d. Discuss themes and connections that cross cultures. (D2, D3)	Develop and identify multicultural themes.  Compare and contrast multicultural themes across texts.		X		
				X	

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature. (C2, D3)	Interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature.		<b>X</b>		<ul style="list-style-type: none"> <li>Develop an awareness of culture and history reflected in text.</li> </ul>
f. Analyze how authors, illustrators and filmmakers express political and social issues. (D1, D3)	Analyze how authors, illustrators and filmmakers express political and social issues.		<b>X</b>		<ul style="list-style-type: none"> <li>Explain the use of flashbacks to convey meaning.</li> <li>Cite and explain examples of the authors' use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, and testimonials/ endorsements)</li> <li>Understands that there are common conventions used in media (e.g., the layout of a newspaper, including headlines, photographs, and different sections; how theme music, sound effects, titles, and graphics represent the beginning and ending of a television program)</li> <li>Understands that literary elements in film and written stories are similar.</li> </ul>

## CT Framework Standard 3: Communicating with Others

**Overarching Idea:** Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

**Essential Question:** *How do we write, speak, and make presentations effectively?*

### 3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use oral language with clarity and voice to communicate a message.	Use oral language skills effectively.		X		<ul style="list-style-type: none"> <li>Use oral language with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations and performances.</li> <li>Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</li> <li>Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed.</li> </ul>
b. Listen to or read a variety of genres to use as models for writing in different modes. (CMT writing prompt)	<p>Identify and analyze the characteristics of text as models of writing.</p> <p>Listen to or read a variety of genre to use as models for writing.</p>		X	X	<ul style="list-style-type: none"> <li>Listen to or read a variety of genres from various cultural traditions to use as models for writing in different modes.</li> <li>Write to analyze informational text or data (e.g., explain the steps of the scientific process).</li> <li>Write to learn (e.g., math logs, double-entry journals), to tell a story, to explain, or to persuade.</li> </ul>

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 25Curriculum Objectives	I	T	R	Instructional Focus
c. Use the appropriate features of persuasive, narrative, expository or poetic writing.	Demonstrate strong organizational strategies and craft appropriate to the selected mode of writing.		X		<ul style="list-style-type: none"> <li>Use the appropriate features of narrative, expository, persuasive, journalistic, poetic, and additional creative formats when writing, speaking and presenting.</li> <li>Include more than one mode within a piece to address a purpose (e.g., descriptive details or narrative anecdote within and explanation).</li> <li>Include more than one form/genre in a single piece (e.g., a report about a salmon that includes a poem, fact box, and story).</li> <li><b>Recount:</b> interviews, autobiographies, observation notes, news articles</li> <li><b>Narrative:</b> historical fiction</li> <li><b>Procedure:</b> science experiments, lab reports</li> <li><b>Report:</b> book reviews, brochures or pamphlets</li> <li><b>Explanation:</b> expository essays, compare/contrast essay, editorials</li> <li><b>Persuasive:</b> letters to persuade or complain</li> <li><b>Poetry:</b> rhyming couplets, raps, ballads, haiku</li> </ul>

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
d. Write to delight in the imagination.	Produce a variety of written work in various modes.		X		<ul style="list-style-type: none"> <li>▪ <b>Ideas:</b> anticipate readers' questions and writes accordingly: narrow topic with controlling idea (e.g., from general topic such as baseball, to a specific topic, such as "The Yankees are my favorite baseball team."); select details relevant to the topic to extend ideas and develop elaboration (e.g., specific words and phrases, reasons, anecdotes, facts, descriptions, examples); use personal experiences, observations and research to support opinions and ideas (e.g., data relevant to the topic to support conclusions in math, science, or social studies; use appropriate anecdotes to explain or persuade), and vary method of developing character (e.g., dialogue) and setting (e.g., through the eyes of a character) in narratives.</li> <li>▪ <b>Organization:</b> write in logically organized progression of unified paragraphs; develop an interesting introduction in expository writing; develop an effective ending that goes beyond a repetition of the introduction; vary leads and endings in narratives; sequence ideas and use transitional words and phrases to link events, reasons, facts and opinions within and between paragraphs.</li> </ul>



3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
d. Write to delight in the imagination. (continued)	Produce a variety of written work in various modes. (continued)		X		<ul style="list-style-type: none"> <li>▪ <b>Organization:</b> organize writing for different purposes: comparisons (e.g., point by point); explanations (e.g., save most important point for last); persuasion (e.g., if-then); narratives (e.g. problem – solution – outcome).</li> <li>▪ <b>Word choice:</b> use precise language (e.g., powerful verbs, specific descriptors); use formal, informal, and specialized language (e.g., photosynthesis, ratio) appropriate for the audience and purpose; use a range of author's crafts (e.g., similes, personification, hyperbole, etc.) and select words for effect.</li> <li>▪ <b>Voice:</b> identify an intended audience and includes information the intended audience needs to know; write with voice appropriate to the audience (e.g., informal versus formal voice); write in appropriate and consistent voice in narrative, informational, and persuasive writing (e.g., a "how to" paper versus a persuasive piece).</li> <li>▪ <b>Fluency:</b> write a variety of sentence lengths; write a variety of sentence beginnings (e.g., starts with a participial phrase: "Laughing loudly, they walked down the hall."); write a variety of sentence structures; write with a sense of rhythm; use fragments in dialogue as appropriate.</li> <li>▪ <b>Conventions:</b> strong independent use of conventions.</li> </ul>

# CT Framework Standard 3: Communicating with Others

**Overarching Idea:** Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

**Essential Question:** *How do we write, speak, and make presentations effectively?*

## 3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Use prewriting strategies to develop, plan and organize ideas.  Choose a format appropriate to audience, purpose and task.		X		<ul style="list-style-type: none"> <li>Determine purpose, and audience, and choose and appropriate written, oral or visual format.</li> </ul>
b. Choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities. (C2)	Organize and draft ideas for a variety of purposes.  Use strategies to generate and develop ideas for a variety of purposes.		X		<ul style="list-style-type: none"> <li><b>Planning:</b> generate ideas prior to organizing them (e.g., brainstorms a list, selects relevant ideas/details to include in piece of writing, uses a storyboard); gather information from a range of sources, formulates questions; and uses an organizer (e.g., electronic graphic organizer, chart) to plan writing).</li> <li><b>Drafting:</b> refer to prewriting plan; draft by hand and / or electronically; reread text and continue draft over time.</li> <li><b>Reflecting:</b> critiques peers' writing and supports the opinion using established criteria (e.g., content, organization, style, conventions); explains strengths and weaknesses of own writing using criteria (e.g., rubrics, anchor papers, checklists, 6-trait scoring guides).</li> </ul>

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Revise texts for organization, elaborate, fluency and clarity. (Editing and Revising)	Revise texts (speaking/drawing/writing).		X		<ul style="list-style-type: none"> <li>▪ <b>Revising:</b> reworks writing several times based on different points of focus (e.g., first reading- adding details for elaboration; second reading – deleting sentences or phrases to achieve paragraph unity; third reading – reorganizing ideas for meaning); uses multiple sources to identify needed changes (e.g., writing guide, peer, adult, computer, thesaurus).</li> </ul>
d. Research information from multiple sources for a specific purpose. (C2)	<p>Generate questions for gathering data.</p> <p>Select and organize information from appropriate sources for a specific purpose.</p>		X		<ul style="list-style-type: none"> <li>▪ Describe and select the most effective course of action for addressing the essential question.</li> <li>▪ Identify keywords, with minimal assistance, for searching information sources.</li> <li>▪ Identify and discuss existing knowledge concerning a given information task.</li> <li>▪ Identify and select, with assistance, appropriate sources of information for a specific purpose</li> <li>▪ Demonstrate the ability to extract selected information from a wide variety of resources.</li> </ul>
e. Examine sources of information and determine validity.	<p>Recognize validity and biases within sources.</p> <p>Distinguish between valid fact and opinion.</p>		X	X	<ul style="list-style-type: none"> <li>▪ Examine text for relevancy (e.g. date of publication, bias of author, organization of text)</li> <li>▪ Demonstrate critical viewing skills by selecting and analyzing media.</li> <li>▪ Identify whether multimedia information is accurately presented.</li> <li>▪ Discern stereotypes, biases, and propaganda techniques in information resources.</li> </ul>

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Publish and/or present final products in a variety of ways.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ <b>Publishing/ Presenting:</b> use a variety of publishing options (e.g., book, poster); publish multi-page pieces for a range of purposes and attend to format, graphics, illustrations, and other features (e.g., captioned photos, maps); use a variety of available technology as part of the publication (e.g., slide show, overhead projector, projected publication software).</li> </ul>

## CT Framework Standard 4: English Language Conventions

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

### 4.1 Students use knowledge of their language and culture to improve competency in English.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. (C1)	Read, listen to and tell stories from a variety of cultures.  Identify similarities and differences in the way language is used.		X		<ul style="list-style-type: none"> <li>Understands that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical, geographical, and societal influences on language).</li> <li>Analyze how dialects are reflected in slang, jargon, and language styles of different groups and individuals.</li> </ul>
b. Recognize and understand variations between language patterns used in their homes and in school.	Use Standard English.  Determine when a particular pattern is appropriate to use in speaking and/or writing.  Notice similarities and differences in vocabulary and language structure.			X	<ul style="list-style-type: none"> <li>Knows specific ways in which language is used in real-life situations (e.g., buying something from a shopkeeper, requesting something from a parent, arguing with a sibling, talking to a friend, participating in a classroom discussion, etc.).</li> </ul>

## CT Framework Standard 4: English Language Conventions

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

**4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.**

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text. (Editing and Revising).	Use sentence patterns of spoken and written language to produce text.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Speak and write in complete sentences to communicate a message.</li> <li>▪ See 3.1d</li> </ul>
b. Use appropriate language as related to audience. (Editing and Revising).	Use appropriate language as related to audience.		<b>X</b>		<ul style="list-style-type: none"> <li>▪ Use vocabulary that is accurate and specific.</li> <li>▪ Use appropriate elements of diction, inflection, volume and pace.</li> <li>▪ Anticipate audience's questions and writes accordingly.</li> <li>▪ Use oral language with clarity, voice and fluency to communicate ideas, judgments, and opinions in presentations and performances.</li> </ul>

## CT Framework Standard 4: English Language Conventions

**Overarching Idea:** Students apply the conventions of Standard English in oral and written communication.

**Essential Question:** *How do we use the English language appropriately to speak and write?*

### 4.3 Students use Standard English.

**Students will:**

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately. (Editing and Revising)	Recognize the difference between Standard and Non-Standard English and use language appropriately.		<b>X</b>		<ul style="list-style-type: none"> <li>Use Standard English when speaking in school.</li> <li>Recognize and generally use oral language conventions, such as structures of Standard English.</li> </ul>
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing and Revising)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.		<b>X</b>		<ul style="list-style-type: none"> <li>Use capitalization, punctuation, and usage rules from pervious grades.</li> <li>Use standard and non-standard English.</li> <li>Capitalize brand names (e.g., Nike).</li> <li>Capitalize geographic regions (e.g., the West).</li> <li>Use period abbreviations (e.g., pg. ft.).</li> <li>Use commas to set off interjections (e.g., Okay, if you say so.) or explanatory phrases (e.g., they stood together, away from the pile of stones, and their voices were quiet).</li> <li>Use comma after date or address within.</li> <li>Use quotation marks in dialogue.</li> <li>Use hyphen in numbers (twenty-three) and to join numbers (e.g., pgs. 1-3, The Yankees won 17-3).</li> <li>Use ellipse to show omitted words and to show a pause.</li> </ul>

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 5 Curriculum Objectives	I	T	R	Instructional Focus
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)		X		<ul style="list-style-type: none"> <li>Use semi-colon between two independent clauses.</li> <li>Use subject versus object pronouns correctly (e.g., I versus me).</li> <li>Use new paragraphs to change speakers in dialogue.</li> <li>Cite sources in research using a bibliographic format.</li> <li>Use resources to find correct spelling for words identified as misspelled.</li> <li>Use spelling rules and patterns from pervious grades.</li> <li>Correctly spell high frequency words.</li> <li>Use multiple strategies to spell (e.g., visual patterns, sound patterns, affixes, rules).</li> <li>Self-correct spelling errors.</li> <li>Maintain consistent size, spacing, and formation in printing or cursive handwriting, especially in published work.</li> </ul>
c. Use resources for proofreading and editing. (Editing and Revising)	Use resources for proofreading and editing.		X		<ul style="list-style-type: none"> <li><b>Editing:</b> Identify and correct errors in grade-level conventions capitalization (e.g., common nouns, titles of people, letter opening and closing), punctuation (e.g., end marks, apostrophe), usage (e.g., subject/verb agreement, pronoun reference), spelling grade appropriate words; use multiple resources regularly (e.g., dictionary peers, adult, thesaurus), proofread final draft for errors.</li> </ul>